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ABSTRACT

This teacher's guide for grades 3 and 4 contains simulated work experiences for students using the isolated skill concept - assembling in sequence. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "define the words work, job, skill and assembling in sequence in preparation for the simulated skill activity." Then, a skill activity is listed: "assemble in sequence eight unassembled items following printed instructions." Assembling activities for items such as a ballpoint pen, bicycle reflector, and a paintroller follows. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: assembly of a paintroller, water color paint set, and a ballpoint pen. (CT)

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ASSEMBLING IN SEQUENCE

a saleable work skill

OCCUPATION SIMULATION PACKET
Created by Jean Hueston
Grades 3rd - 4th

PROJECT EQUALITY
Title III, ESEA
Highline School District #401
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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* Suggestion - Content of water color posters should reflect the ethnic make-up of your community

DEFINITIONS

So the frame of reference is clearly understood, the following terms are identified:

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career - is the totality of work one does in his or her lifetime.

Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

(An Introduction to Career Education, a policy paper of the U.S. Office of Education, 1974)

Duty - any action, task, etc. required by or relating to one's occupation or position.

Model - a person or thing considered as a standard of excellence to be imitated.

Responsibility - refers to a particular task, trust, etc., for which one is accountable or answerable.

Role - a function or office assumed by someone.

Sexism - the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

Skill - great ability or proficiency; expertness that comes from training, practice.

Stereotype - a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

Tradition[al] - a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(Webster's New World Dictionary, 2nd college ed., 1972)

ASSEMBLING IN SEQUENCE

A SALEABLE WORK SKILL

This will be a simulated work experience for students using the "isolated skill concept." The skill presented is ASSEMBLING IN SEQUENCE, a saleable work skill that is required for a wide variety of jobs.

Presently students are using the skill of ASSEMBLING IN SEQUENCE at home and school, but have not identified or examined its many applications. The activities in this packet are designed around a constant, the identified skill of ASSEMBLING IN SEQUENCE, while the work setting is changed. With this format, students can experience success in areas previously considered "out-of-bounds" for one reason or another and also experience the transferability of a skill. At all times it should be made very clear to students that skills are not dependent on gender; one's sex should not expand or limit a student's potential.

Once students are encouraged to identify specific skills they possess and are directed to see the relationship of skills to jobs they or other people do, their own self-concept is broadened. By using this approach to career education the world of work can become more meaningful.

Advantages to Using the "Isolated Skill Concept"

1. Student's self-concept is enhanced by becoming aware of the multitude of skills that each possesses.

2. Jobs that students do can be analyzed to see the wide range of skills that each student is using daily.

3. Students learn to identify skills in others.

4. Students learn to identify skills involved in adult jobs and look forward to acquiring additional skills.

5. Students learn that a skill is transferable, something that can be used in a wide variety of jobs.

6. Students learn that the possession of a skill is not dependent on sex. Females and males possess and use a wide variety of skills daily in their work.

Important Concepts

1. Assembling in sequence is a skill.
2. The skill of assembling in sequence to make a pie is the same skill used to assemble a car motor.
3. The differences in ability are due to individuality, not sex or race of the student.
4. Jobs require different groupings of skills; there is no logical reason for closing choices to individuals of either sex.

Objectives

1. The student will have an opportunity to expand self-perception by being involved in activities which utilize a skill already possessed.
2. The student will be able to perceive the skill of assembling in sequence as a non-sexist skill.
3. On a given test, the student will be able to identify the jobs which require the skill of assembling in sequence.

Evaluation

The evaluation of this packet will be determined by the outcome of a student's pre-test, post-test and a teacher post evaluation check sheet.

Sequence of Activities

1. Check packet materials against the materials list to ensure that all needed items are available.
2. Read the entire packet to yourself. Do not discuss any part of it with the class.
3. Administer the pre-test to all students. Score pre-tests.
4. Students participate in the activities.
5. Administer the post-test to all students. Score post-tests. Compare the pre-tests and post-tests for growth.
6. Check packet materials against the materials list to ensure that all items are returned.
7. Complete the teacher evaluation sheet. Please send the evaluation sheet and the pre-post test results back to _____.
8. Return the Occupation Simulation packet to the proper location.

Time Needed

A one to two week time frame will be needed to complete this packet.

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - TEACHER INSTRUCTIONS

Each student should have a copy of the answer sheet.

The students should understand that there is no grade on this test, it is only a device to help the teacher. The teacher should not give word definitions or other help during the pre- and post-tests. Part of the learning during the course of using the activity packet is vocabulary and job association.

Directions to the Students:

1. *If you are a girl, circle the word "girl" at the top right-hand side of the page. If you are a boy, circle the word "boy" at the top right-hand side of the page.*

2. Handle the rest of the heading information in whatever manner is best for you and your students.

3. *Ask the students to answer the first five questions by circling either "YES" or "NO" as their answer. If you are unsure, leave the question blank.* (The teacher may choose to read the questions.)

   (1) *Do you think you have the assembly skills to do factory work when you are older?*

   (2) *Do you think you have the assembly skills to assemble a bicycle in your own home when you are older?*

   (3) *Do you think you have the assembly skills to assemble cars when you are older?*

   (4) *Do you think you have the assembly skills to work as a plumber and assemble pipes when you are older?*

   (5) *Do you think you have the assembly skills to assemble ballpoint pens?*

4. *Questions 6-9. Who do you think has the assembly skill to do the following jobs? Draw a circle around the word "Girl" if you think only girls have the assembly skill necessary to do the job. Draw a circle around the word "Boy" if you think only boys have the assembly skill necessary to do the job. Draw a circle around the words "Girl and Boy" if you think both girls and boys have the assembly skill necessary to do the job. If you are unsure, leave the question blank.* (The teacher (The teacher may choose to read each of the job titles to the class.)

   (6) *Plumber*
   (7) *Factory Worker*
   (8) *Automobile Assembler*
   (9) *Bicycle Assembler*

5. *Questions 10 - 15. Which of the following jobs require the skill of assembling in sequence? If you think the job would require assembly skills, circle the word "YES." If you think the job does not require assembly skills, circle the word "NO." If you are unsure, leave the question blank.* (The teacher may choose to read each of the job titles to the class.)

   (10) *Secretary*
   (11) *Police Officer*
   (12) *Factory Worker*
   (13) *Grocery Clerk*
   (14) *Plumber*
   (15) *Airline Pilot*

6. Have students pass in their papers.

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST
STUDENT ANSWER SHEET

Name _____

School _____ GIRL BOY

Date _____

Grade _____

1. *Do you think you have the assembly skills to do factory work when you are older?* YES NO

2. *Do you think you have the assembly skills to assemble a bicycle in your own home when you are older?* YES NO

3. *Do you think that you have the assembly skills to assemble cars when you are older?* YES NO

4. *Do you think you have the assembly skills to work as a plumber and assemble pipes when you are older?* YES NO

5. *Do you think you have the assembly skills to assemble ball point pens?* YES NO

Who do you think has the assembly skill to do the following jobs? Draw a circle around the wor "Girl" if you think only girls have the assembly skill necessary to do the job. Draw a circle around the word "Boy" if you think only boys have the assembly skill necessary to do the job. Draw a circle around the words "Girl and Boy" if you think both girls and boys have the assembl skill necessary to do the job. If you are unsure, leave the question blank.

6.

Plumber

GIRL BOY GIRL AND BOY

7.

Factory Worker

GIRL BOY GIRL AND BOY

8.

Automobile Assembler

GIRL BOY GIRL AND BOY

9.

Bicycle Assembler

GIRL BOY GIRL AND BOY

Which of the following jobs require the skill of assembling in sequence? If you think the job requires assembly skills, circle "YES." If you think the job does not require assembly skills, circle "NO." If you are unsure, leave the question blank.

10.

Secretary

YES NO

11.

Police Officer

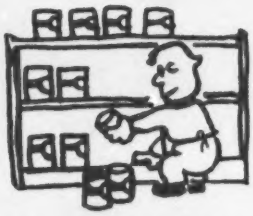
YES NO

12.

Factory Worker

YES NO

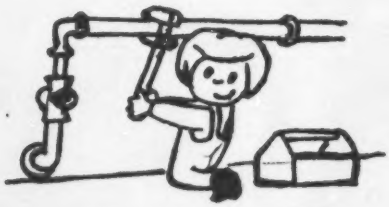
13.



Grocery Clerk

YES NO

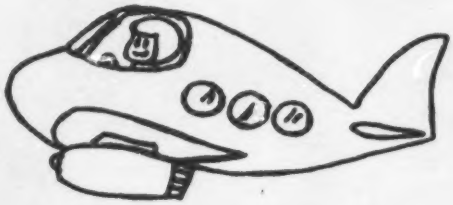
14.



Plumber

YES NO

15.



Airline Pilot

YES NO

DIRECTIONS FOR SCORING

THE

PRE-TEST, POST-TEST

FOR

PROJECT EQUALITY OCCUPATIONAL SIMULATION PACKETS

The pre-post test which accompanies this occupation simulation packet is designed to provide a numerical score which will serve as (1) an approximate score of each student's knowledge and attitudes in this occupational skill area before participating in the learning activities described in this packet, and as (2) an approximate measure of each student's knowledge and attitudes in this occupational skill area after participating in the learning activities.

By using the answer key to assign the appropriate number of points to a student's answers, a numerical score can be obtained for each child. Questions by numbers that are left blank should be listed on the front of the test. When all the tests have been scored and blank answer numbers noted, the attached Summary Sheet should be filled out by placing each student's name and her or his score on the pre-test in the appropriate column and list the question number of each blank response.

When the post-test is given, it is scored in the same manner, and students' scores should be recorded in the post-test column of the Summary Sheet and list the question number of each blank response. Subtract the student's pre-test score from the post-test score and determine what the student has gained from participating in the learning activities associated with this packet. In some instances, it is possible that the student's pre- and post-test scores will be identical. When this occurs, an "0" is entered in the gain column. Occasionally, a student will score lower on the post-test than on the pre-test. When this occurs, the difference between the two scores is entered in the gain column as a negative number.

Before beginning the learning activities in the packet, the thorough teacher will (1) check the question numbers listed as no response--these indicate an area of vocabulary and job association that should be incorporated into the occupational simulation packet activities, and (2) look over the pre-test scores to see which students obtained low scores, scoring in the bottom quarter of the class. By checking these two areas, student learning can be considerably aided as the teacher cheerfully gives them individual attention when they participate in the learning activities associated with this packet.

After post-testing and scoring have been completed, send a copy of the completed Summary Sheet to _____. These test results will help to determine if the learning activities in this packet are helpful to the students or if the packet is in need of revision. Your participation and assistance in this project is greatly appreciated.

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

ANSWER KEY FOR PRE-POST TEST

1. YES
2. YES
3. YES
4. YES
5. YES

6. GIRL AND BOY
7. GIRL AND BOY
8. GIRL AND BOY
9. GIRL AND BOY

10. YES
11. NO
12. YES
13. YES
14. YES
15. NO

SCORING KEY FOR PRE-POST TESTS

+ 1	for each correct response
- 1	for each incorrect response
no score	for each question left blank

ASSEMBLING IN SEQUENCE

A SALEABLE WORK SKILL

SUMMARY SHEET

Teacher: _____ Principal: _____ Date of Pre-Test: _____

School: _____ Grade Level: _____ Date of Post-Test: _____

Student Names	Questions by Number Left Unanswered	Pre-Test Score	Questions by Number Left Unanswered	Post-Test Score	Gain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

MATERIALS LIST

(Contained in Packet)

Assembly Items

Automobile Mirror - 18 Parts

1 Mirror Dish
1 Screw Plate with small holes
1 Screw Plate with large holes
3 Screws
1 Ball Bearing with bolt
1 Flexible arm
3 Nuts
3 Lock Washers
2 Bolts
2 Clamps

Ballpoint Pen - 8 Parts

1 Pen Case - pointed end
1 Pen Case - clip end
1 Spring
1 Ink Rod
1 Plastic Gear - inside part
1 Plastic Gear - outside part
1 Metal Cap for push rod
1 Metal Ring

Bicycle Bell - 6 Parts

1 Bell Dome
1 Mounting Bracket and bell clapper
1 Nut
1 Clamp
2 Bolts

Bicycle Reflector - 12 Parts

1 Reflector with bolt
1 Mounting Bracket
2 Clamps
2 Bolts
3 Nuts
3 Washers

Paint Roller - 6 Parts

1 Handle and Holder
1 Roller
2 Paint Shields
1 Washer
1 Wing Nut

Wallet and Card Holder - 8 Parts

1 Wallet
1 Plastic Holder for telephone directory
1 Plastic Credit Card Holder
1 Check Book
1 Identification Card
1 Rent-A-Car Charge Card
1 Pen
1 Cap for Pen

Watercolor Paint Set - 11 Parts

1 Metal Paint Box
1 Plastic Paint Rack
8 Paint Pans
1 Paint Brush

Water Supply Pipe Valve - 6 Parts

1 Valve
1 Cone Washer
1 Friction Ring
1 Socket Nut
1 Handle
1 Screw
(1 Extra Friction Ring)

Additional Packet Material

8 small trays (1 for each assembly item to be used by students when assembling)
3 sheets, laminated instructions for teacher demonstration
15 sheets, laminated instructions for students' use at stations
3 laminated water color posters
1 standard screwdriver*
1 Phillips screwdriver
1 teacher's guide
35 Student Job Sheets
35 Pre-Tests, 35 Post-Tests
1 teacher evaluation sheet

* If any parts are found around the room after the activity, please put them in the bag with the screwdrivers.

NOTE TO THE TEACHER

During the activities and discussions, some jobs that do not require the skill of assembling in sequence should be used.

Vocabulary used in the pre-post instrument:

factory worker

plumber

automobile assembler

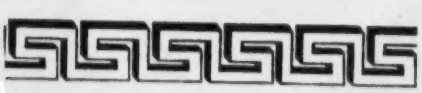
bicycle assembler

airplane pilot

secretary

police officer

grocery clerk



ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

#1 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To define the words work, job, skill and assembling in sequence in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group size: Entire class

Materials provided by the teacher: discussion questions

Materials provided in the packet: proposed discussion questions below

In a discussion situation the teacher would ask the students the following questions: (All student contributions are valid in the discussion.)

1. *What do you think a "job" is?* (Piece of work, task done by assignment, or volunteered or by agreement, for pay or no pay, chore, a duty.)
2. *Do you have jobs that you do at home or school?* (Have students name jobs.)
3. *What do you think "work" is?* (A job is a type of work. Both work and job can be used interchangeably at this level.)
4. *Why do you think people work?*
5. *Do you think both women and men work at jobs?*
6. *What do you think the word "skill" means?*
   (Definition: Ability to perform a stated function.)
   (Paraphrased for students: Being able to do a small part of a larger job well.)
7. *Do you think you have some skills?* (Have students name - walking, running, crawling, talking, seeing, listening, etc.)
8. *What do you think "assembling in sequence" means?*
   (Definition: Putting an item together in a specific, predetermined order.)
   (Paraphrased for students: Putting an item together according to the instructions.)
9. *Do you need to assemble in sequence at home? Give examples.*
10. *Do you need to assemble in sequence at school? Give examples.*
11. *Name some jobs that would require a person to have the skill of assembling in sequence.* (See list on next page.)
12. *Do you think both women and men have the skill of assembling in sequence?*

Feel free to add or delete questions as you are leading the discussion. Please note the reactions and level of understanding that students seem to acquire on the Teacher Evaluation Sheet.

JOBS USING THE SKILL OF ASSEMBLING IN SEQUENCE

Machinery Repair Worker

Assembly Factory Worker

Cook

Baker

Hardware Store Worker

Surgeon

Dentist

Pharmacist

Chemist

Garment Maker

Secretary

Plumber

Carpenter

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

#2 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have each student participate in searching and finding pictures that show people at work who use assembling in sequence skills.

Time: 15 - 30 minutes

Group size: Entire class

Materials provided by the teacher: magazines, scissors, glue, construction paper, felt tip pen, bulletin board

Materials provided in the packet: none

Have each student bring one or more pictures from home showing a person at work using assembling skills. Or have magazines in the classroom and have students cut out pictures of people at work using assembling skills.

After students have selected one or more pictures, a large collage or several smaller ones can be created by the students. The People at Work Collage(s) are likely to show stereotypical examples of workers. This fact can be used as a teaching tool -- point out that skills are not restricted by or limited to a particular sex. The students will be using skills in subsequent activities that should increase their awareness that skills are not dependent on sex.

The names of the work or specific jobs represented by the pictures should be stated by the students.

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

#3 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To acquaint the entire class with the assembling in sequence activity that will take place at each station.

Time: 30 minutes

Group size: Entire class

Materials provided by the teacher: none

Materials provided in the packet: Components, each set in separate zip-lock bag for:

1. Automobile Mirror
2. Ballpoint Pen
3. Bicycle Bell
4. Bicycle Reflector
5. Paint Roller
6. Wallet and Card Holder
7. Watercolor Set
8. Water Supply Pipe Valve

Charts for General Instructions, Parts List and assembly instructions for teacher demonstration of Automobile Mirror Assembly.

Laminated Direction Cards for the other seven items.

Tools: Screwdriver (needed only for Bicycle Reflector), Phillips Screwdriver (needed for Mirror, Bell and Pipe Valve).

Trays to keep parts in during assembly tasks.

Pictures illustrating assembly tasks.

The teacher can choose a large table to put all of the assembling in sequence activities on or can select different stations around the room, or in a part of the room.

1. Each work tray should contain:

   A. The unassembled item in a zip-lock bag.
   B. Assembly instructions.
   C. Parts list.

Each unassembled item should be named. Talk a little about where the objects found in the store come from and what kinds of work were needed to produce them. Point out that many items are assembled permanently by metal binding, riveting, etc., and cannot be assembled completely by hand. Show the Automobile Mirror components and note that the actual mirror had to be machine assembled after the hand assembly was completed.

2. Follow the assembly in sequence procedure by a teacher-directed demonstration with the Automobile Mirror.

   A. Identify parts, using the large Mirror Parts List cards or overhead projector with parts list shown. Read the list with the class and then the teacher or selected students identify that part in the unassembled parts of the Automobile Mirror.

   B. Read Instruction Cards together. Take time on each step to have a student find the part or parts referred to. Students may hold some parts into position to help them visualize the process, but do not permit any assembling until all the steps have been read.

   C. Assemble Automobile Mirror. (The teacher or selected students may do the actual assembling and/or reading of instructions.)

   D. Disassemble Automobile Mirror. Have students assist in disassembling, counting parts and sealing in bags. Stress the importance of this activity both in terms of preparing for the next student's turn and to minimize the loss of parts. This role might be assigned to the inspector in each pair of students.

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

#4 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To assemble in sequence eight unassembled items following printed instructions.

Time: 30 minutes for each group of 16 students, two at each of the eight assembly stations.

Materials provided by the teacher: none

Materials provided in the packet: Components, each set in separate zip-lock bag for:

1. Automobile Mirror
2. Ballpoint Pen
3. Bicycle Bell
4. Bicycle Reflector
5. Paint Roller
6. Wallet and Card Holder
7. Watercolor Set
8. Water Supply Pipe Valve

Charts for General Instructions, Parts List and assembly instructions for teacher demonstration of Automobile Mirror Assembly.

Laminated Direction Cards for the other seven items.

Tools: Screwdriver (needed only for Bicycle Reflector), Phillips Screwdriver (needed for Mirror, Bell and Pipe Valve).

Trays to keep parts in during assembly tasks.

Pictures illustrating assembly tasks.

Student Job Sheet

Hands-on experiences at this age should produce more confidence and interest on the part of the student. It is very important that each succeed and enjoy the experience. For this reason it is suggested that the students work in sexually integrated pairs (girl and boy). Capable readers can help others or one student can steady and hold items to assist her/his partner in assembly jobs. Have the students alternate jobs: on the first task, one will be the assembler, the other, the assistant and inspector. Roles should be reversed for the next item. Thus each student will actually assemble four items. The inspector may also disassemble and return parts to the bag for the next pair.

Explanation of Student Job Sheet

Read over the sheet with the student who will be going through the activity stations, so it is clear what every student is to do. (The responses on the Student Job Sheets will give the teacher an indication of the students' achievement at each assembly station. Based on the job sheet, additional assistance can be provided to students to increase the positive outcome of the activity.)

The students should be reminded that:

1. They read the parts list and identify the needed items in the zip-lock bags.

2. They read through the instructions.

3. They follow each step of the instructions and assemble the item.

4. They unassemble the item and make sure all of the parts are put back into the zip-lock bag for the next group.

5. They proceed to the next station in the manner described by the teacher.

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

STUDENT JOB SHEET

Name _____ Date _____

Make a + by each item you assembled by yourself.

Make a ✓ by each item you helped a friend assemble.

Make a by the jobs that were fun for you.

Make a by the jobs you did not like.

_____ Automobile Mirror

_____ Bicycle Bell

_____ Bicycle Reflector

_____ Wallet and Card Holder

_____ Watercolor Set

_____ Ballpoint Pen

_____ Pipe Valve

_____ Paint Roller

21

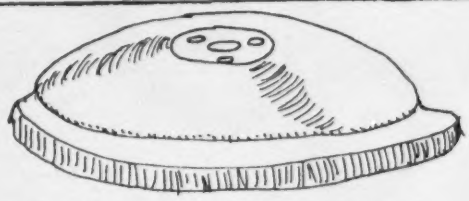
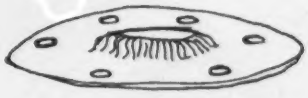
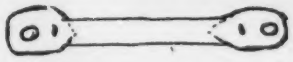
Instructions for Teacher Demonstration

Assembling in Sequence

Occupation Simulation Packet

1. Read the parts list.
2. Find and name each part.
3. Be sure nothing is missing.
4. Read the assembly instructions.
5. Find each part as it is mentioned in the instructions.
6. Re-read Step 1 and do each step in sequence.

AUTO MIRROR - PARTS LIST - 18 PARTS

1. Mirror dish 
2. Screwplate with small holes 
3. Screwplate with large holes
4. Screws -3
5. Ball with bolt
6. Flexible arm 
7. Nuts - 3
8. Lock washers - 3
9. Bolts - 2
10. Clamps - 2

AUTO MIRROR - ASSEMBLY INSTRUCTIONS

Step 1

Place screwplate with small holes on ball with bolt. It should fit like a hat on a head.

Step 2

Slip screwplate with large holes on bolt end of ball and bolt. The center hole should cup around the ball.

Step 3

Insert the bolt end of the ball and bolt through the hole from the inside of the mirror dish. THE SCREWPLATES AND THE DISH SHOULD CURVE in the same DIRECTION.

Step 4

Line up the holes on the screw plates and dish. Insert the screws from the outside of the dish. Tighten by hand - then gently by screwdriver.

Step 5

Check to make sure the ball and bolt rotates easily. If screws are too tight - or screwed unevenly, the bearing cannot rotate easily.
NOW SET THIS ASSEMBLED UNIT ASIDE.

Step 6

Insert a bolt into the long end of one clamp THEN into the hole in one end of the flexible arm . . . THEN into hole in long end of the second clamp.

The clamps should form a circle and look like this . . .

Drop a lock washer on end of bolt.
Screw nut on end of bolt.

AUTO MIRROR ASSEMBLY INSTRUCTIONS, continued

Step 7

Insert bolt through holes in short end of both clamps. Slip lock washer on bolt. Screw nut on end of bolt. Be sure both nuts are on the same side of the assembly.

Step 8

Slip hole on other end of the flexible arm onto ball with bolt.

Drop washer over bolt.

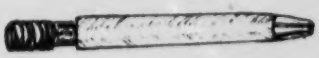
Screw nut in place.

Be sure all 3 nuts are on the same side of ASSEMBLED UNIT.

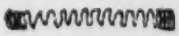
Step 9

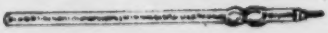
Disassemble. Count parts. (There should be 18.) Seal into Zip-Lock Bag.

BALLPOINT PEN -- PARTS LIST -- 8 PARTS

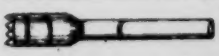
1. Pen case - pointed end. 

2. Pen case - clip end.

3. Spring 

4. Ink rod 

5. Plastic gear - inside part.

6. Plastic gear - outer part with push rod. 

7. Metal cap for push rod.

8. Metal ring.

BALLPOINT PEN -- ASSEMBLY INSTRUCTIONS

Step 1

Place spring over pointed end of ink rod. Insert these into the end of the pen case that is pointed.

Step 2

Put the ring over the threaded end of this part of the pen. Set this aside.

Step 3

Put the small gear part into the outer gear part. Put the metal cap on the pushrod on the outer part. Insert these into the clip-end of the pen case.

Step 4

Screw the two parts of the pencase together.

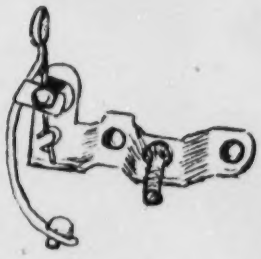
Step 5

Check by pushing the push rod. Does the ink rod come out into writing position? Does the rod stay out when you press it on a writing surface? Push the rod again. Does the ink point go back into the pen case?

Disassemble, Count parts. (There should be 8) Seal into Zip-Lock Bag.

BICYCLE BELL -- PARTS LIST -- 6 PARTS

1. Bell dome

2. Mounting bracket and bell clapper. 

3. Nut

4. Clamp

5. Bolts -- 2

BICYCLE BELL -- ASSEMBLY INSTRUCTIONS

Step 1

Place bell dome over bolt on the mounting bracket. Screw nut on the end of the bolt.

Step 2

Place clamp against the clamp part of the mounting bracket so that a circle is made by two clamps. Screw bolts into holes in clamps. Tighten with a Phillips screwdriver.

Step 3

Hold on to the clamps so your hand does not touch the bell dome. Press on the lever on the bell clapper. Can you hear it ring?

Disassemble, Count Parts. (There should be 6.) Seal into Zip-Lock Bag.

BIKE REFLECTOR -- PARTS LIST -- 12 PARTS

1. Reflector with bolt.

2. Mounting bracket.

3. Clamps - 2

4. Bolts - 2

5. Nuts - 3

6. Lock Washers - 3

BIKE REFLECTOR -- ASSEMBLY INSTRUCTIONS

Step 1

Place a clamp on the grooved side of the mounting bracket. Th oval holes should match. The rounded part of the clamp should be towards the end of the mounting bracket.

Step 2

Insert a bolt from the bottom. Place a lock washer on the bolt. Screw a nut on. The flat side of the nut should be against the washer.

Step 3

Do the same with the other clamp.

Step 4

Put the reflector bolt through the mounting from the bottom. Place washer on bolt. Screw the nut on the bolt.

Step 5

Check to see that all three nuts are on the same side.

Disassemble, Count Parts. (There should be 12.) Seal into Zip-Lock Bag.

PAINTROLLER -- PARTS LIST -- 6 PARTS

1. Handle and holder

2. Roller

3. Paint shield -- 2

4. Washer

5. Wing nut

PAINTROLLER -- ASSEMBLY INSTRUCTIONS

Step 1

Fit paint shields into ends of roller

Step 2

Slide washer onto end of holder.

Step 3

Slide roller with shields onto the holder.

Step 4

Push and screw wing nut onto the end of the holder.

Disassemble, Count Parts. (There should be 6.)
Seal into Zip-Lock Bag.

Step 2

Insert plastic Name/Address & Phone Number Index Flap into upper right hand slot in wallet.

Step 3

Insert "Rent-A-Car" charge card into lower right hand slot in wallet.

Step 4

Insert back flap of Check Book into far left slot in wallet.

Step 5

Insert plastic Credit Card Holder flap into left hand slot in wallet.

Step 6

Insert Identification Card into bottom front pocket of plastic credit card holder.

Step 7

Place cap on Pen. Place Pen into center fold of wallet.

Step 8

Close wallet and snap shut.

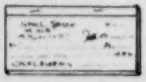
Step 9

Disassemble, Count Parts. (There should be 8.) Seal into Zip-Lock Bag.

WALLET and CARD HOLDER - PARTS LIST - 8 PARTS

1. Wallet

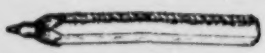
2. Plastic holder for telephone directory.

3. Check Book 

4. Plastic credit card holder.

5. Identification card for Plastic Credit Card Holder.

6. Rent-A-Car Charge Card.

7. Pen 

8. Cap for Pen

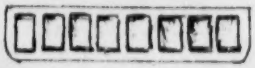
WALLET AND CARD HOLDER -- ASSEMBLY INSTRUCTIONS

Step 1

Lay wallet open on table. Change pocket should be on your right side. Snap change pocket shut.

WATERCOLOR PAINT SET -- PARTS LIST -- 11 PARTS

1. Metal paint box.

2. Plastic paint rack. 

3. Paintpans -- 8

4. Paint brush.

WATERCOLOR PAINT SET -- ASSEMBLY INSTRUCTIONS

Step 1

Set the paint rack on the table so that the eight holes for the pans are on the top. The rounded corners should be away from you.

Step 2

Put the paint pans into the rack. Start with the red paint on the left and put in the following order:
red, orange, yellow, green, blue, violet, brown, black.

Step 3

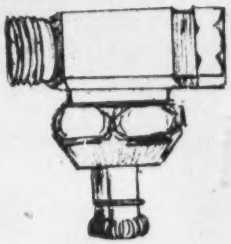
Open the paint box with the flat bottom towards you. Put the paint pans and rack into the bottom against the hinge so the rounded corners fit. You may need to bend the rack slightly to get it in place.

Step 4

Put the paint brush into the free space next to the rack and close the box.

Disassemble, Count Parts. (There should be 11.) Seal into Zip-Lock Bag.

WATER SUPPLY PIPE VALVE -- PARTS LIST - 6 PARTS

1. Valve 
2. Cone washer
3. Friction ring
4. Socket nut
5. Handle
6. Screw

PIPE VALVE - ASSEMBLY INSTRUCTIONS

Step 1

Fit handle on the valve. Start screw into the hole in the handle. Tighten with a Phillips screwdriver. Check to be sure the handle can turn. Loosen screw if too tight.

Step 2

Put the cone washer into the small hole on the side of the valve. It should fit well. Set this aside.

Step 3

Drop friction ring into the socket nut. Screw the socket nut onto the threads on the valve, which has the cone washer inserted.

WATER SUPPLY PIPE VALVE - continued

Disassemble Parts, Count Parts. (There should be 6) Seal into Zip-Lock Bag.

SUMMARY OF CONCEPTS ACQUIRED FROM PACKET

The students who have gone through this packet should be able to discuss work in relation to skills that they have observed in themselves and in others. The activities in the packet are intended to be pleasant learning activities where all students feel success at some time during the exercise, if not throughout each activity.

A teacher who consciously helps students identify skills they possess and are using will not only be helping to improve a student's self-concept but also increasing the potentials for acquisition of new skills by the student. In addition to using the Occupation Simulation Packets, a teacher can utilize many other opportunities in the classroom for expanding a student's perception of her/his capabilities and potential regardless of sex.

Work will be a reality for the majority of students in your classroom - yes, even the girls. Data issued by the Women's Division of the U. S. Department of Labor indicates that the reality of work outside the home is a major part of many women's lives at this time (rev. June 1975).

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About 60 percent of all women workers are single, widowed, divorced or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than half of all women 18 to 64 years of age are workers.
4. Single women average 45 years in the labor force.
5. If a woman bears children, and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
6. The average male worker (marital status unspecified) has a work life expectancy of 43 years.

It is important for all students in the classroom to look at work as something pleasant that they will be doing in the future, something that they anticipate and look forward to doing.

As an educator you need to be aware of the kind of curricular materials that have a tendency to restrict students as they grow. A textbook study conducted by Women on Words and Images in Princeton, New Jersey, entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers, found the aspirations of females and males could be influenced by the continuous pattern described in the following ratios:

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

You might want to watch your curricular materials for stereotypical qualities repeatedly ascribed to one sex or the other without variation. As an educator, you shoulder quite a responsibility in assisting students to develop completely their individual talents, abilities, interests and hopes. Surely their aspirations should not be restricted on the basis of sex!

ASSEMBLING IN SEQUENCE - A SALEABLE WORK SKILL

TEACHER EVALUATION SHEET

EQUALITY CHOICE

1. Were the simulated work experiences real enough for the students? Yes No

2. Were the jobs common enough for the children to associate with? Yes No

3. Please note approximate times for each activity.

Automobile Mirror	_____ minutes	Paint Roller	_____ minutes
Ballpoint Pen	_____ minutes	Wallet and Card Holder	_____ minutes
Bicycle Bell	_____ minutes	Watercolor Paint Set	_____ minutes
Bicycle Reflector	_____ minutes	Water Supply Pipe Valve	_____ minutes

TOTAL ACTIVITY (entire class) _____ minutes

4. Were the packet materials all there? Yes No

5. Were the set-up instructions clear for the teacher? Yes No

6. Were the discussion questions for students understandable? Yes No

7. Did the students find that both girls and boys have the same skills in the areas presented? Yes No

8. Could the students transfer their ability to assemble to the fact that they could hold an assembly job someday? Yes No

9. Do you feel that your students now understand that women and men (girls and boys) have many of the same abilities? That abilities are not stereotyped by sex? Yes No

10. Do you feel as a teacher that your students know what assembling in order is? Yes No

11. Can the majority of your students now define job, work and skill? Yes No

12. Which of the assembly jobs did your students enjoy most? Why? Please list.

_____ _____ _____

13. In your opinion and observation, what do you feel your students gained in their attitudes about sex equality? Please list.

14. We would appreciate any comments and suggestions you can make about this packet. Please use the reverse side of the sheet if necessary.

Please return to: _____.

APPENDIX A

MATERIALS NEEDED TO ASSEMBLE THE OCCUPATION SIMULATION PACKET

ASSEMBLY - A SALEABLE WORK SKILL

Note: Most of these materials can be purchased at one time in a comprehensive store such as K-Mart or Pay Less. Catalogs are another source.

Item	Where to Buy
*automobile mirror	hardware store
**ballpoint pen	variety store, drug store
*bicycle bell	hardware store
paint roller	paint store, hardware store
wallet and card holder	drug store, variety store
water color set	variety store, art supply store
***water supply pipe valve	plumbing supply store
screw driver	hardware store
Phillips screw driver	hardware store
zip-lock plastic bags	grocery store
*bicycle reflector	hardware store
+8 trays - 10" x 14"	Inquire of purchasing department for a distributor of cafeteria products such as CAMBRO.
Boxes	Packaging Northwest, Inc. 2213 - 15th West Seattle, Washington 98119 (206) 284-1700

*Extra bolts, etc., should be purchased
**As small parts get lost, several should be purchased
***Advise getting extra friction ring

+Note: Plastic trays are somewhat expensive; about $15.00 a dozen. You may wish to use styrofoam hospital or meat trays, which will have to be replaced after several classrooms use the kit.

Things to Make

\# Pre and Post-Tests
\# Student Job Sheets
\# Teacher Evaluation Sheet
3 Instructions for Teacher Demonstration (see next page)
15 Instructions for Students' Use at Assembling Stations (see next page)
3 Water Color Posters (see next page)

\# Can be copied from instruction book.

Instructions for Teacher Demonstration

Pages 22-24 contain instructions for assembling the Automobile Mirror and can be used for the teacher demonstration. So the entire class can see the steps to be followed, the instructions can be put on an opaque projector or the pages could be made into transparencies and used with an overhead projector. They could also be hand lettered on stiff 16" x 20" paper, like tagboard or chipboard, and laminated.

Instructions for Students' Use at Assembling Stations

Pages 22-36, inclusive, are instructions for student use when assembling the items at the various stations. These instructions can be reproduced and laminated.

Water Color Posters

Pictures of the water color posters are in Appendix B, following. They are included as models for similar posters (22" x 30") to be prepared in your district. It is suggested the content of such posters reflect the ethnic make-up of your community.

APPENDIX B

45

41

46

42

47

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